

2022 Annual Report to the School Community

School Name: Leopold Primary School (1146)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2023 at 04:15 PM by Stuart Bott (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2023 at 10:58 PM by Ramona Browne (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Leopold Primary School is located on the Bellarine Peninsula, 12 kilometres from Geelong and approximately 90 kilometres south-west of the Melbourne Central Business District.

Leopold Primary School's Motto: "Learning For Life" espouses our vision: learning to know, learning to do, learning to be and learning to live together, equips our students with knowledge, skills and the disposition to actively embrace learning, leading all to become confident contributing member of both our school and the wider community.

The values of our School community embraces are: Respect, Responsibility, Kindness and Honesty. These values ground our school community in all aspects of its day-to-day operations. Leopold Primary School has an enrolment of 843 students, with 25% of the student population attracting equity funding. There are 31.3 students on the Programs for Students with Disabilities. There are 23 koorie students enrolled at Leopold Primary School and we have a Cultural Inclusion coordinator that provides opportunities for our koorie students to get together regularly to conduct cultural activities.

Our school has a main administration block, incorporating a newly revamped meeting rooms known as Karroong Ngiti (Meeting Together), Indonesian, Music and Art rooms, accompanied by a further seven additional teaching blocks. The beautiful and well maintained school grounds include the school oval, synthetic turf areas, four playgrounds, a bike track, Indigenous garden and a South East Asian garden. The Leopold Indoor Neighbourhood Centre (LINC) is housed within the school grounds and has a basketball court within the main sports hall, this space is also used for school assemblies. The LINC also holds a multifunction room that is used by the community for various sporting and community events. The staffing profile of Leopold PS includes a Principal and 2.6 Assistant Principals, 50 (45.3 EFT) teachers, including 3.6 Learning Specialists, 30 (17.63 EFT) Education Support staff comprising of 17 classroom support staff, four office administration staff, a 0.8 Student Welfare Officer, a 0.4 Chaplain and 5 (2.49 EFT) in the Out of School Hours Care Program. The Tutoring funding employed 6 additional staff to support identified students to support their learning that was impacted by the pandemic.

The school provides an approved curriculum framework differentiated to meet student needs. Students follow the Victoria Curriculum including Physical Education, Visual Arts, Performing Arts, STEM and Indonesian as part of their specialist program. The school runs its own accredited Out of School Hours Care Program, including a newly introduced Holiday program in 2022 and additional service provision is hosted at the school to support students with targeted needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Leopold Primary School has shown strengths in progress in relation to Reading and English and with the use of quantitative data. This is consistent with the prioritisation of English and reading within the AIP goals set in 2022. Demonstrating this, is teacher judgement of student achievement in the English domain. Leopold Primary School have 88.8% of students at or above the expected level across Prep to Grade 6. That is 3.1% more than similar schools and 1.8% more than the state average. The difference between Leopold, State and Similar schools is similar when looking at Grade 3 Reading NAPLAN data. The performance in Grade 5 reading is not quite as strong when comparing with grade 3 data, which is in accordance to similar schools and the state average. In the area of Mathematics 87.6% of students are achieving at or above the expected level when looking at the average teacher judgements from prep to 6. This is 2.3% above similar schools and 1.7% above the state average. When comparing with the top three bands in Numeracy NAPLAN data, there isn't the same consistency between teacher judgements and NAPLAN data, as there was for English. In grade 5, Leopold Primary School had 54% of students in the top three bands, which was 0.2% lower than the state average.

In 2023, we plan to shift the emphasis from student achievement to student growth for all, through the means of improving data literacy and assessment knowledge and practices, particularly through the use of formative assessment. Formative assessment rubrics will be used to moderate teacher judgements but also moderate qualitative data with quantitative data. This will build practice excellence by further building teacher expertise through making clear the key knowledge, skills and understandings, all students need to achieve success in their learning. This priority will be supported by the curriculum scope and sequences, PLC cycles, Leopold Primary School's whole school instructional model, high impact teaching strategies, learning walks and coaching.

Wellbeing

The 2022 school year saw students complete their first full school year onsite, since 2019. Leopold Primary School staff continued to work with AIP goal 2, to improve the social and emotional wellbeing of all students, through the continued implementation of the Berry Street Education Model, and the introduction of the Respectful Relationships curriculum. Self-regulation and mindfulness strategies were further developed as students became more aware of themselves as learners, with the support of classroom wellbeing lessons and personalised Ready to Learn Plans. Relationships were further prioritised, particularly within classrooms and year levels, and staff worked to ensure students felt welcome, safe and accepted within the school environment. Students' sense of connectedness, indicated in the Attitudes to Schools survey, was endorsed at 81.9%, above both the similar school and state average.

Staff completed the training for the Respectful Relationships curriculum and were supported to begin teaching RR topics within the wellbeing hour. Students began to develop their understanding of the Respectful Relationships curriculum, learning about individual personal strengths, identity and the importance of identifying those who make us feel safe.

Leopold Primary School staff worked to create an inclusive environment, with specific focus on the transition from the Program for Students with Disabilities to the Disability Inclusion model. Cultural Inclusion practices were further enhanced, with First Nations students participating in a Koorie Club, to discuss culture, country and their heritage. School Values were revisited in classrooms and students who demonstrated these values were celebrated, with awards and recognition both in assembly and the school newsletter and digital platform, Compass. Teachers reinforced school values both in and out of the classroom, creating a positive, supportive approach to managing behaviours. Students indicated they felt supported at school, with the management of bullying response result recorded at 78.8%. This result was slightly above the average of similar schools and state average.

In 2023, Leopold Primary School will continue to focus on improving the Social and Emotional wellbeing of all students through the continued focus and work with BSEM, the implementation of the Respectful Relationships curriculum and a specific focus on raising attendance levels. The school will also investigate ways to positively contribute to and impact the wellbeing of the wider community, with more community events and networking opportunities explored.

Engagement

Student Engagement covers a large range of factors including student attendance, student voice and agency. Leopold has an engagement domain in both the Berry Street Education Model and in the agreed whole school instructional model and as such, our educators are constantly considering student engagement both within learning and wellbeing.

The impact of this is demonstrated in the Attitude to School Survey, in the student voice and agency category. Students in grades 4-6, have a 75% positive endorsement which is 10% higher than both similar schools and the state average. This is an extremely positive achievement for Leopold Primary School. It is also reflected in the Parent Opinion Survey in the same category, with a 79% positive endorsement. The school's next step is to prioritise student attendance, so that this data is reflective of the positive outcomes demonstrated in student voice and agency category. This has been identified and is a major focus of the school's 2023 AIP goals.

Currently the average number of absent days for students is 26.1 days. Which is approximately 2.4% higher than similar schools and the state average. This average is significantly higher than the 4-year average which is mirrored in the similar school and state average. This increase in absenteeism may be attributed to the COVID pandemic. We also had some students continue to struggle with transitioning back to onsite learning after the series of lockdowns and remote learning periods. Due to this, Leopold Primary School has restructured the wellbeing team to meet the changing needs of our students and school community.

Other highlights from the school year

In 2022, Leopold Primary School celebrated 150 years of education, inviting current and former students and members of the Leopold community to the school, to acknowledge the incredible growth and progression that has taken place over the last 150 years. The celebration was planned, organised and supported by a committee of local community members, including representatives from our school. Leopold staff identify that the day was an overwhelming success, with over 1000 visitors being able to tour the school facilities, view memorabilia and photos and connect with fellow classmates and old friends.

Financial performance

Leopold Primary School has maintained a very sound financial position throughout 2022. The 2019-2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

During 2022 the school was successful in gaining a VSBA shade sail grant and a Bendigo Community Bank Grant. Leopold Primary School Council committed \$50,000 of locally raised funds to building renovations and furniture in the administration wing to create meeting spaces for Allied Services and visitors in our school to meet with students and staff. An amphitheatre with shade sail was constructed to support outdoor learning classrooms for students. Updated facilities contribute to providing a high standard learning environment, allowing students to achieve their educational goals.

Leopold Primary School is committed to maintaining buildings and grounds through future planning, budgeting, and grant applications in 2023 and beyond.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 839 students were enrolled at this school in 2022, 403 female and 436 male.

1 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

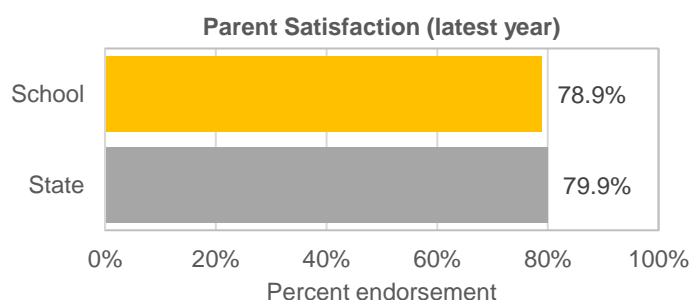
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	78.9%
State average (primary schools):	79.9%



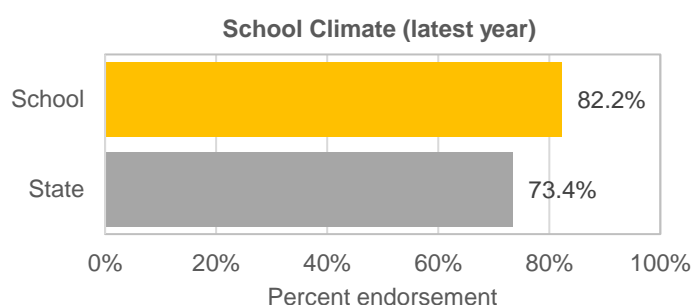
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2022)
School percent endorsement:	82.2%
State average (primary schools):	73.4%



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

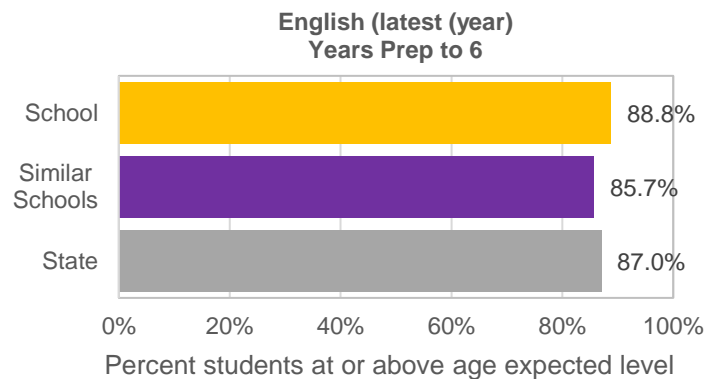
88.8%

Similar Schools average:

85.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

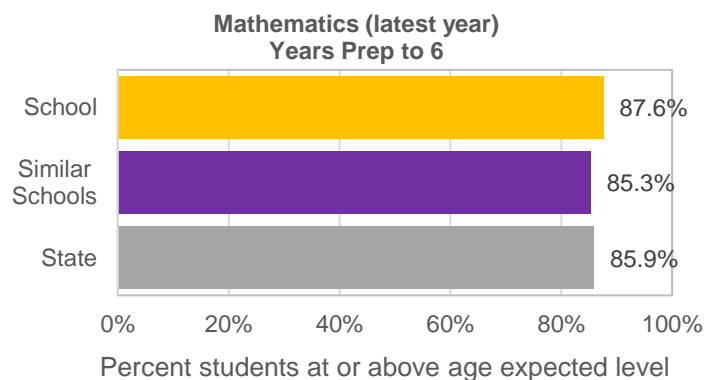
87.6%

Similar Schools average:

85.3%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

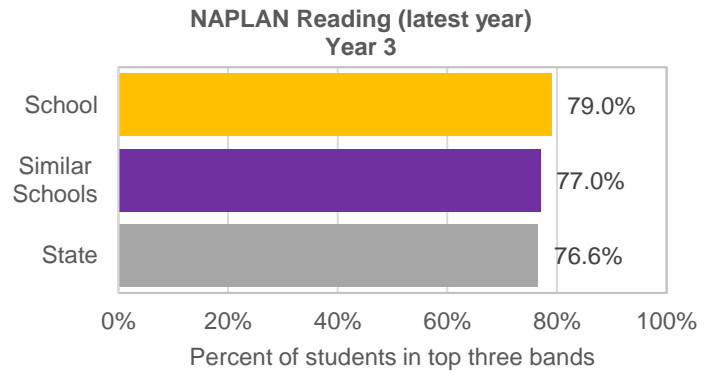
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

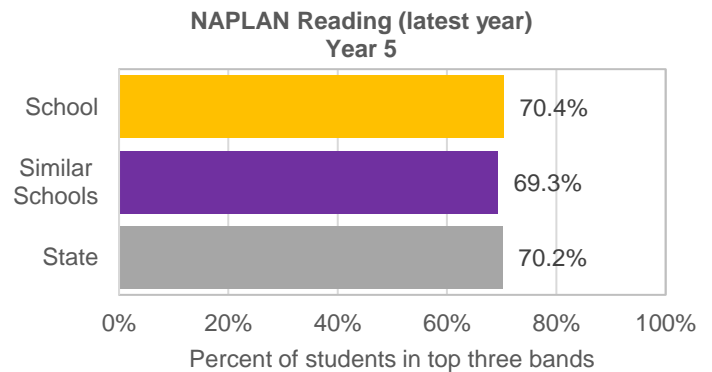
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.0%	83.1%
Similar Schools average:	77.0%	76.7%
State average:	76.6%	76.6%



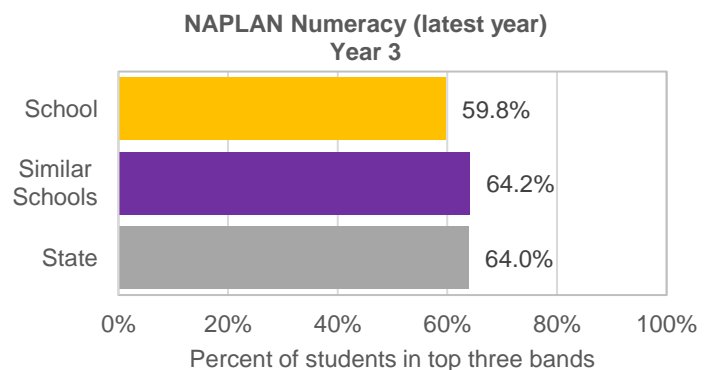
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.4%	72.3%
Similar Schools average:	69.3%	69.9%
State average:	70.2%	69.5%



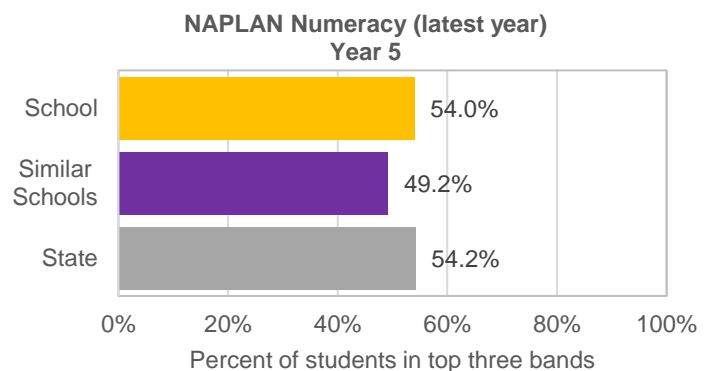
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.8%	66.1%
Similar Schools average:	64.2%	66.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.0%	60.1%
Similar Schools average:	49.2%	56.3%
State average:	54.2%	58.8%



WELLBEING

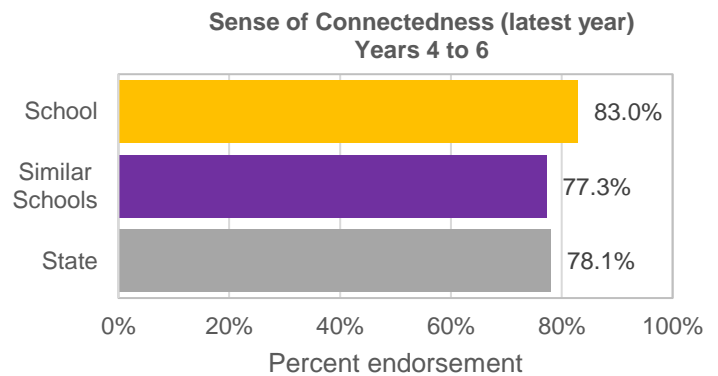
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.0%	81.9%
Similar Schools average:	77.3%	79.3%
State average:	78.1%	79.5%

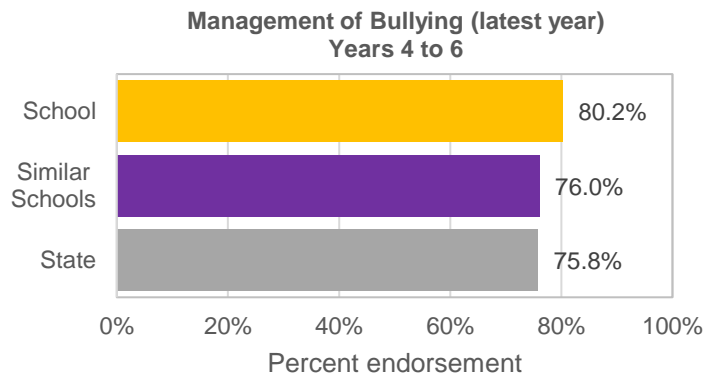


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.2%	78.8%
Similar Schools average:	76.0%	78.6%
State average:	75.8%	78.3%



ENGAGEMENT

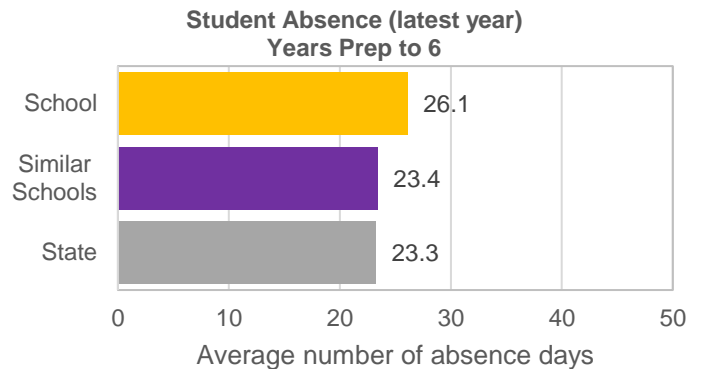
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.1	18.7
Similar Schools average:	23.4	16.8
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	88%	86%	87%	86%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$8,066,106
Government Provided DET Grants	\$1,002,485
Government Grants Commonwealth	\$301,355
Government Grants State	\$25,000
Revenue Other	\$37,260
Locally Raised Funds	\$605,782
Capital Grants	\$0
Total Operating Revenue	\$10,037,988

Equity ¹	Actual
Equity (Social Disadvantage)	\$199,495
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$199,495

Expenditure	Actual
Student Resource Package ²	\$8,085,110
Adjustments	\$0
Books & Publications	\$12,129
Camps/Excursions/Activities	\$271,383
Communication Costs	\$6,908
Consumables	\$178,318
Miscellaneous Expense ³	\$38,616
Professional Development	\$42,027
Equipment/Maintenance/Hire	\$72,188
Property Services	\$340,860
Salaries & Allowances ⁴	\$578,800
Support Services	\$23,225
Trading & Fundraising	\$67,719
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$86,214
Total Operating Expenditure	\$9,803,499
Net Operating Surplus/-Deficit	\$234,489
Asset Acquisitions	\$203,164

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$973,826
Official Account	\$25,649
Other Accounts	\$17,323
Total Funds Available	\$1,016,798

Financial Commitments	Actual
Operating Reserve	\$254,683
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$9,457
School Based Programs	\$491,421
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,393
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$136,786
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$22,293
Total Financial Commitments	\$1,011,033

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.